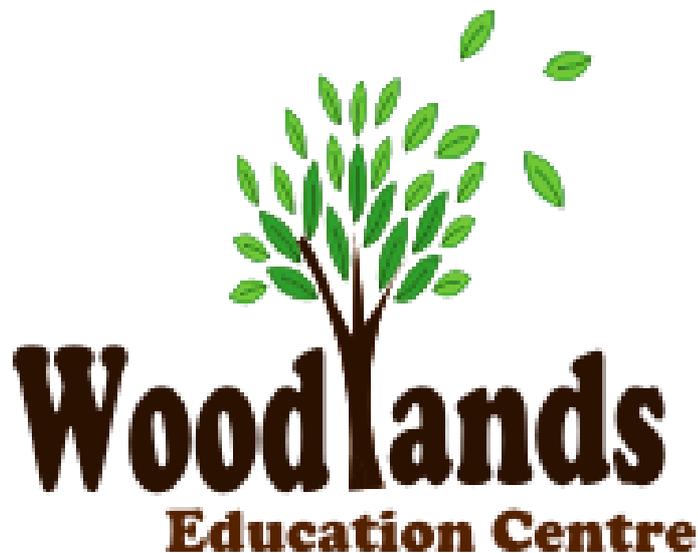


EQUALITY INFORMATION AND

EQUALITY OBJECTIVES



Current document may be accessed under the policies tab at:

www.woodlandsec.org.uk

Document Control

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

3. Roles and responsibilities

The Management Committee will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link governor will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full Management Committee regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually as part of our planned twilight professional development sessions.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or lesbian, gay, bisexual or transgender students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. planning timetabled activities to meet the needs of both male and female students)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school activities and clubs)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding whole school PSHE days to focus on pertinent issues relating to bullying, relationships, diverse cultures in our community and celebrating cultural and religious festivals from around the globe
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as lunch clubs. Using our multimedia we also engage with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the Management Committee.*

Why we have chosen this objective: To ensure that our recruitment practices are not creating disadvantage to any particular group or characteristic. To ensure, where possible, that our workforce is diverse and has representation from different areas of our community

To achieve this objective we plan to: Include this objective into our annual management plan and prepare the data for our Autumn Term Management Committee Meeting.

Progress we are making towards this objective: The annual management plan has been updated to reflect this objective.

Objective 2: *To strengthen our collaborative work with health practitioners, e.g. Mental Health Nurse to remove barriers to attendance for students with high levels of anxiety.*

Why we have chosen this objective: Woodlands has a population of very vulnerable students, the majority suffering with aspects of mental health. Intervention from specialists will strengthen our provision and enable participation for those struggling to leave the home setting.

To achieve this objective we plan to: Working with Include Outreach and our Family Support Worker we aim to identify suitable practitioner(s) to engage with our school setting. The SENCO will need to work closely with the identified practitioner and update individual plans as engagement happens.

Progress we are making towards this objective: SEN Action Plan is in place and once the 3 tiered support system is fully implemented will lead to greater collaborative working.

Objective 3: *Increase the representation of teachers from black and minority ethnic communities over a 4-year period (from this July to July 2022), so that this group increases from 0% to 12% of the teaching workforce.*

Why we have chosen this objective: To provide a culturally rich experience for our students and to help address stereotypical views that some students possess.

To achieve this objective we plan to: Advertise future vacancies in publications further afield than Hantsweb

Progress we are making towards this objective: no progress at this stage due to lack of specific vacancy needs.

Objective 4: *Ensure that all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective: The current focus is on Safer Recruitment and the equality agenda is not high enough the priority list. We do recruit fairly; however a focus on training relating to the protected characteristics and types of discrimination would refresh our approach.

To achieve this objective we plan to: Identify suitable training for all Recruiting Managers that will occur during Spring Term 2019

Progress we are making towards this objective: Training identified and will be facilitated by the Headteacher in March 2019 as part of SLT development.

Objective 5

To strengthen the School Council to ensure that it is representative of the diversity of our school cohort and feel confident in expressing own and others views.

Why we have chosen this objective: We want to ensure that all students have a voice and that they are aware of how to raise concerns and make suggestions for improvement. Currently only a select few make up the informal meetings.

To achieve this objective we plan to: Add further structure to the existing student voice meeting format. Encourage new members to join the council (ideally 1 per tutor group) and have a plan to replace transitioning students.

Progress we are making towards this objective: Whole School PHSE day to focus on the process of democracy and the importance of representing your peers to affect change.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least annually.

This document will be reviewed by Headteacher and Management Committee at least every 3 years.

This document will be approved by Management Committee.

10. Links with other policies

This document links to the following policies:

- Equality & Diversity Policy
- Accessibility Plan
- Risk Assessment Register

****END OF DOCUMENT****